

PROGRAM



46TH ANNUAL

ConnTESOL

CONFERENCE

Lifelong Learning for Linguistically & Culturally Diverse Populations

SATURDAY, OCTOBER 22, 2016

SHERATON HARTFORD SOUTH
ROCKY HILL, CT

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Lifelong Learning for Linguistically & Culturally Diverse Populations

AGENDA

8:00 - 9:15

Registration/ Breakfast/ Exhibitors

9:15 - 10:00

Scholarship Recipients

Glorianne Rusate

Megan Alubicki Flick, CSDE EL

and Bilingual Consultant

Co-Chairs-Maggie Stevens Lopez & Pam Loh

10:00 - 11:00

Keynote Address Dr. Sonia Nieto

11:10 - 12:10

Concurrent Sessions 1

12:15 - 1:30

Lunch,

Annual Business Meeting,

and Exhibitors

1:35 - 2:35

Concurrent Sessions 2

2:45 - 3:45

Concurrent Sessions 3

ConnTESOL welcomes you to our conference. This is a forum for exchanging information to help our students acquire English Language Proficiency. Please let us know how we can make our conference experience better and more informative in the future. Your active participation in ConnTESOL is immeasurable. Thank you for joining us today.

This year's conference evaluation will be offered in an online format. You will receive instructions via email following the conference. The evaluation will be available from October 22, 2016 through November 6, 2016.

Co-Chairs Maggie Stevens Lopez and Pam Loh

ConnTESOL Mission:

To serve the Teachers of English to Speakers of Other Languages (TESOL), bilingual teachers, and their students

ConnTESOL values:

- professionalism in language education;
- individual language rights;
- accessible, high-quality education;
- collaboration in a global community;
- interaction of research and reflective practice for educational improvement; and
- respect for diversity and multiculturalism.

KEYNOTE SPEAKER

Dr. Sonia Nieto

Dr. Sonia Nieto has devoted her professional life to questions of diversity, equity, and social justice in education. With research focusing on multicultural education, teacher education, and the education of students of culturally and linguistically diverse backgrounds, she has written or edited eleven books and dozens of book chapters and journal articles, as well as a memoir, *Brooklyn Dreams: My Life in Public Education*. Her classic text, *Affirming Diversity: The Sociopolitical Context of Multicultural Education* is now in its 6th edition (the 2008 and 2012 editions were co-authored by her friend and colleague Patty Bode). The first edition (1992) was selected for the Museum of Education Readers' Guide as one of the 100 books that helped define the field of education in the 20th century. Dr. Nieto



has received numerous awards for her scholarly work, activism, and advocacy, including six honorary doctorates. Elected as a Laureate of Kappa Delta Pi (2011), and a Fellow of AERA (2011), in 2015 she was elected a member of the National Academy of Education. She is married to Angel Nieto, a children's book author and former teacher, and they have raised two daughters, Alicia and Marisa, and a granddaughter, Jazmyne. They are the proud grandparents of twelve grandchildren.

Life-Long Learning from Life-Long Learners: Modeling Enthusiasm and Excitement in Learning

In this keynote address, Dr. Sonia Nieto will describe some of the mindsets, values, and strategies that teachers use to motivate their students to become life-long learners. Based on her research with teachers over many years, she will draw from teachers' stories, successes, and frustrations to suggest how all teachers, including ESL and bilingual teachers, learn from, and teach, their students.

[#conntesol2016](https://twitter.com/conntesol2016)

2 0 1 6 C O N N T E S O L

Scholarship Recipients

ESSAY TOPIC

“A different language is a different vision of life.” (Federico Fellini) Applicants explained how learning English has influenced their lives and future plans.

CAPELL winner

George Atalla

Bristol Central High School

Attending Eastern Connecticut State University

Adult Education winner

Tram Nguyen

Bristol Adult Education

Attending Tunxis Community College

Two-Year College winner

Luis Quilli

Henry Abbott Technical High School

Attending Naugatuck Valley Community College

Four-Year College winner

Guadalupe Nava

Sheehan High School

Attending Southern Connecticut State University

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CONCURRENT SESSIONS 1: 11:10 AM - 12:10 PM

1. Supporting Secondary SLIFE Students

Kristi Lawson, Stamford Public Schools

ROOM: Nutmeg A

Many school districts in Connecticut are experiencing an increase of ELs entering at the secondary level with limited or interrupted formal education (SLIFE) backgrounds. This presentation will examine how one Connecticut school district has responded to meet the academic, linguistic, and cultural needs of students from a multitude of language backgrounds and age levels enrolling in a secondary (9-12) program of English language support via a New Arrival Center program model.

2. How They Got Here: Diversity in Refugee and Immigrant Experiences

Kristin Mendoza, Tanya Kimball Genn, New Haven Public Schools and IRIS

ROOM: Nutmeg B

Utilizing "Passages," a simulation game published by United Nations High Commissioner for Refugees (UNHCR), we will facilitate an interactive session that will push participants outside their comfort zones and stretch understandings of immigrant and refugee experiences. Participants will leave empowered with information that can be brought back into their schools and communities.

3. The Hallway Workshop: Meeting Families Where They Are

Dr. Teresita Galarza, Hartford Public Schools

ROOM: Nutmeg C

Schools offer opportunities for family engagement that occur in classrooms or school-wide events. Family engagement can be challenging to promote, especially when language is a barrier. When activities frame in this engagement model primarily are within the boundaries of common practices at school, families may be alienated. Achieving effective family engagement requires us to think creatively and meet families literally where they are. The real-life spaces where families already interact with the school are the logical place to turn to. By using authentic engagement strategies, parental involvement increases. Implementation of an elementary family engagement example will be modeled.

4. Culturally Responsive Instruction: Fostering Student Collaboration and Critical Thought

Wendy Seger, Center for the Collaborative Classroom

ROOM: Nutmeg D

This session will highlight ways to use cooperative structures that provide opportunities for students to learn, care for, and respect one another. These cooperative structures engage students in conversation, partner work, as well as self and group reflection so that students become active members in a learning community. Students build trust, respect, and cooperation while engaging in academic discourse and other learning tasks around compelling topics found in authentic texts.

5. Tips and Tools for ESL Writing

Carla Cerino, ERACE and Middlesex Community College

ROOM: Hartford

In this session, we will explore how each step of the writing process can be differentiated and applied to all levels of ELs. We will explore materials, techniques, and lesson plans that incorporate CASAS, CCRS, and WIDA Standards and that are applicable to virtually any writing situation. Participants will share their experiences and create their own pieces of writing.

6. Use Realia in Every Lesson

Jessie Hernandez & Nancy Samponga, New Jersey Public Schools

ROOM: Rocky Hill

Think you can't use realia with your content lesson plans? Come and learn how to use realia at all grade levels to engage students with fun and exciting hands-on experiences with each lesson. Participants will leave this workshop armed with a wealth of ideas, information, and websites that can be used immediately in their classrooms integrating realia.

CONCURRENT SESSIONS 2: 1:35 PM - 2:35 PM

1. State Department Update

Megan Alubicki Flick

ROOM: Nutmeg A

Update of affairs at the state level concerning English Learners and Bilingual Education.

2. Supporting Language and Literacy Development for Young ELs through STEM

*Jessie Lavorgna & Jacqueline J. Bourassa,
Education Development Center*

ROOM: Nutmeg B

A child's journey to academic literacy begins early and is shaped by many adults. Come learn how Literacy and Academic Success for English Learners through Science (LASERs) is harnessing the combined power of school, home, and community and the engaging topic of science to bolster language and literacy development among young English Learners in Hartford.

3. Library, Museum, Archival & Historical Societies: Resources for Emergent Bilinguals

Bernadette López-Fitzsimmons, Manhattan College

ROOM: Nutmeg C

This presentation will discuss how to integrate visits to libraries, museums, archives, and historical societies in ESL classes. Such trips invite Emergent Bilinguals to communicate with peers, the teacher, and new contacts. When trips are not possible, the presenter will suggest alternatives. Participants will learn about resources that can easily supplement classroom lessons.

4. The Sounds of Silence in the ESL Classroom

*Abigail Bruhlmann, ELS Language Centers,
Atlantic City*

ROOM: Nutmeg D

"Silence" is not a word typically associated with Communicative Language Teaching in the English language classroom. In this workshop, the presenter will highlight classroom activities that actively benefit from a quiet classroom with a particular focus on reading comprehension. Then, we will experiment with these quiet techniques and compare their efficacy to their louder counterparts. As a result of this workshop, you will have a new understanding of the importance of periodic stillness in the ESL classroom and will leave with a collection of new teaching techniques focused around stillness that they can immediately adapt to their your classroom settings.

5. Incorporating Culturally Diverse Englishes into ESL Materials for Integrated Skills

Mary Romney, Capital Community College

ROOM: Hartford

How do you prepare students to understand diverse speakers of English? How do you provide them with models of eloquent speakers from all over the world? This interactive workshop provides answers by demonstrating how to use authentic videos for listening, speaking, reading, and writing. You will gather resources and experiment with materials.

6. A Call for Coherence: Standards-Aligned Curriculum Design for Elementary ELLs

Darci Melchor, PhD, National Geographic

ROOM: Rocky Hill

Research-based principles and strategies will be provided to help you achieve instructional coherence as you create engaging ESOL curriculum units that are aligned to CCSS ELA standards and the new CELF Standards. Best practices in instruction will be modeled using National Geographic Learning's Reach program and technology supports.

CONCURRENT SESSIONS 3: 2:45 PM - 3:45 PM

1. Language Learning Motivation and Instructional Strategies for Secondary School Bilinguals

Dr. Matt Cissel, Central CT State University

ROOM: Nutmeg A

This workshop will focus on instructional strategies toward promoting language learning motivation in middle and high school emergent bilinguals. The workshop will begin with an overview of theories and concepts related to language learner motivation at the secondary school level and a summary of several recent studies on secondary school English Learners in the US. This presentation will be followed by a structured and interactive exploration of instructional techniques and strategies based on some of these models that can be used to motivate emergent bilinguals at the middle and high school levels.

2. The Power of the LAS Links Online Reporting System

Genevieve Olvera, CTB/DRC

ROOM: Nutmeg B

The LAS Links Online Reporting System is a powerful web-based reporting tool designed to quickly and easily access assessment results to meet your students' instructional needs. Whether a new or seasoned user of the Online Reporting System, this session will demonstrate the power of the reports available to gain a complete picture of student performance and obtain information to improve student learning opportunities.

3. Grammaring with Error Logs

Kelly McKenna, UCONN

ROOM: Nutmeg C

If you are interested in providing more useful and efficient feedback on student writing, then this presentation is for you! Strategies for using error logs that align with the tenets of reason-driven grammaring presented in Diane Larsen-Freeman's book "Teaching Language: From Grammar to Grammaring" will be introduced and investigated. Attendees will have the opportunity to explore real examples from student writing and to workshop the strategies suggested.

4. One Fish, Two Fish: Learning to Read Together

Ruth Stewart Curley, New London Public Schools, Katrina Bercaw, Norwich Adult Education

ROOM: Nutmeg D

Presenters, drawing on their Family Literacy class experience, will model using Beginning Readers, family reading logs, phonics exercises, and elementary writing to develop both adult and child literacy for English Language learning families. Using books and materials provided, workshop participants will then craft a lesson that includes scaffolding and their own ideas to promote reading confidence and interest.

5. Let's Have Fun! Games to Support Language Learning

Kerry Brewster, Jessica McQuat, & Marisa Frisk, Middletown Public Schools

ROOM: Hartford

Games encourage, entertain, teach, and promote language development. They create motivation for learners of English to get involved and participate actively in the learning activities, help to lower the affective filter, all while encouraging creative and spontaneous use of the target language, and build class cohesion. These activities will support the CELF standards as well as align with Common Core. All four areas of language will be addressed.

6. Who am I: Who are you? Fostering self-awareness for culturally responsive practices

Jessie Lavorgna, Education Development Center, Inc.

ROOM: Rock Hill

To reach others, we have to first know ourselves. In this interactive session, participants will begin to recognize that we are all multicultural beings by examining their individual "multicultural-ness". This recognition will allow participants to begin to build bridges with others whose "multicultural-ness" is both similar to and different from their own.

PRESENTER BIOS

Megan Alubicki Flick is an ESL/Bilingual Consultant for the CT State Department of Education. She manages Title III and state bilingual grants and provides technical assistance to districts regarding English Learners. Prior to her current position, Megan was an ESL teacher for Hartford Public Schools. She has taught in Finland as an American-Scandinavian Foundation fellow and carried out language policy and educational research in Belgium and Sweden as a Fulbright fellow. She holds a M.S. in TESOL and applied linguistics and a 6th year in Educational Leadership.

Kristin Bengtson Mendoza's interests include facilitating professional development for teachers of ELs, sheltered language arts instruction, SLIFE, working with refugee and undocumented students, and immigration reform activism. After spending time in Guatemala as a Fulbright Scholar, she began her teaching career in 2005 as a New York City Teaching Fellow at Ditmas I.S. 62 in Brooklyn. She now teaches ESL at Fair Haven School in New Haven. A graduate of Bennington College, she also holds an MS.Ed. in TESOL from Long Island University Brooklyn and a Bilingual/ESL Teacher Leadership certificate from Bank Street College of Education.

Katrina Bercaw has taught ESOL and GED classes in venues from traditional Adult Education to a Hispanic community center to four years with the family literacy class described here. She also taught high school Spanish for five years. Katrina first gained her enthusiasm for languages and cultures in four years spent sailing around the world as a teenager. She continues to learn fascinating bits of culture and language from her students.

Kerry Brewster, ELL Teacher K-5, Middletown Public Schools. Kerry has taught for sixteen years a diversity of learners from Kindergarten to Community College. Before moving to Connecticut, she was a teaching assistant at Arizona State University. She is certified in Elementary Education and TESOL as well as in Literacy Instruction. Kerry is an active member on the ARCTELL Board.

Jacqueline Bourassa has a special focus on enhancing literacy instruction as a vehicle for school improvement. Currently, she is working to advance the translation of research into practice to help teachers refine instructional practice and administrators implement school reform. As Project Manager for Literacy and Academic Success for English Learners through Science (LASERS), a multi-year project funded by the Investing in Innovation (i3) Fund, Bourassa oversees day-to-day operations and leads school and community outreach by working with partners and the project's Leadership Alliance. She received a B.S. and an M.Ed. from Rhode Island College and an Ed.D. from LaSalle University.

Abigail Bruhlmann holds a Master of Arts degree in Applied Linguistics from Teachers College, Columbia University and is currently the Academic Director at the ELS Language Center in Atlantic City, NJ. She has taught ESL in the United States, Ecuador, and in Panama where she served as an English Language Fellow.

Dr. Matt Ciscel is professor and coordinator of the TESOL graduate programs at Central Connecticut State University. He holds a Ph.D. in Linguistics from the University of South Carolina, Columbia, and an M.A. in German from the University of Iowa. His research focuses on language policies in post-Communist Europe, language attitudes, and methods for instructed second language acquisition. He also enjoys teaching the history of the English language and general sociolinguistics.

Carla Cerino, MS TESOL, has been an ESL instructor with ERACE for six years and a Lecturer at Middlesex Community College in ESL, English, and Developmental Writing for 13 years. She specializes in writing for academic purposes.

Joe Di Garbo is an ESL/Bilingual Education Consultant with the Connecticut State Department of Education who manages the state bilingual grant and provides guidance to districts regarding English Learners. Prior to this role, he was an Education Consultant for more than ten years in the Bureau of Student Assessment. Before joining the Connecticut State Department of Education, he was an educator in the Montville Public Schools, and in his ninth year of teaching, received the Presidential Award for Excellence in Mathematics and Science Teaching.

Marisa Frisk, Bilingual/ESL Teacher K-5, Middletown Public Schools.

Dr. Teresita Galarza is a veteran educator in the Hartford Public Schools, a former principal and district administrator, and a specialist in second language acquisition. Her doctoral research focused on classroom conversational interactions and their impact on language development and academic performance. Current research focuses on literacy and family engagement. Dr. Galarza facilitates professional learning on language and literacy development for educators in Connecticut and Massachusetts.

Tanya Kimball Genn is Manager of Youth Services for IRIS - Integrated Refugee & Immigrant Services in New Haven, CT. She first began working with refugees in 2011 as a volunteer, teaching English to adults seeking employment, while completing her undergraduate studies in English from Southern Connecticut State University. For the past five years, in her current role, she has worked to connect schools and refugee families and has operated summer learning and after school programming for hundreds of refugee youth.

Jessie Hernandez is certified by the State of New Jersey as an Early Childhood teacher with certifications in Special Education and ESL (K-12). She holds a B.A. in English Literature and a M.S. in Early Childhood Education with certifications in Special Education and ESL K-12. Jessie currently teaches 2nd grade and is the director of an Adult ESL program.

PRESENTER BIOS

Jessica (Jessie) Lavorgna engages families and communities in school improvement initiatives that close opportunity gaps for children. Currently, Jessie is the School, Family, and Community Partnerships Specialist for Education Development Center's Literacy and Academic Success for English Learners through Science (LASERs) Project, an i3 Development Grant. In this capacity, she oversees the development and growth of school, family, and community partnerships within 11 separate schools in Hartford, Connecticut. Jessie received a BFA in Advertising Design from the Fashion Institute of Technology and an MS in Bilingual and Multicultural Education and TESOL from Southern Connecticut State University. She is a Fulbright Scholar.

Kristina Lawson, Ed.D has been a leader in both administrative and teaching roles, with a focus on the betterment of instruction and opportunities for ELs students in California, Colorado and Connecticut. In her current assignment, she is the department head for EL and WL programs for Stamford Public Schools. Most recently, she led the establishment and implementation of a secondary new arrival center to meet the academic, linguistic and socio-emotional needs of SLIFE students. Additionally, Dr. Lawson is also involved with the graduate school of education at Fairfield University, working with students pursuing their certification in TESOL. She is an executive board member of CAPELL, a 2016 recipient of Stamford Public School's Spotlight on Education awardee as well as a 2016 recipient of a fellowship with Fund for Teachers to provide lasting educational guidance to teachers with the Children of Haiti Project in Port-au-Prince, Haiti.

Bernadette López-Fitzsimmons holds the M.L.S. and the M.A. in Spanish from Queens College (CUNY). She is pursuing the Master of Arts in Applied Linguistics (Adult TESOL), expecting to graduate in 2017. Ms. López-Fitzsimmons applies multicultural teaching strategies to information literacy classes at Manhattan College. She was employed by the New York Public Library (NYPL), assisting Adult ELLs in the World Languages Collection, Donnell Library Center. She has taught Adult ELLs in learning centers, community colleges, and language for special purposes at universities. After completing the M.A. in Applied Linguistics, Ms. López-Fitzsimmons will resume teaching Adult ELLs, her lifelong passion.

Kelly McKenna received her Bachelor's degree in Linguistics at Hofstra University. After graduating, she taught English to children in South Korea for one year. Upon returning to the United States, she decided to continue her career as an ESL teacher and got her master's in TESOL at CCSU. She has been teaching at UConn's intensive English program (UCAELI) for the past 5 years.

Jessica McOuat, has her TESOL degree from Indiana Wesleyan University. Before coming to Middletown as an ESL teacher, Jess was a Bilingual/ESL Teacher for Windham Public Schools as well as Indianapolis Public Schools. She is fluent in Spanish and has international experience having studied and worked in both Spain and Honduras. Currently, Jessica is working on her Masters in Curriculum Design.

Darci Melchor, Ph.D. is an educational consultant with National Geographic/Cengage Learning. She has also worked as an ESOL teacher for nearly 20 years, most recently for West Hartford Public Schools. Her expertise and research interests include designing early interventions to accelerate language and literacy learning in ELs and incorporating bilingual scaffolding.

Genevieve Olvera is the National Sales Manager at Data Recognition Corporation, for the company's assessment solutions for English Language Learners. Genevieve works with state departments and districts across the nation to find the best assessment solutions for English Language Learner programs.

Mary Romney is ESL Instructor and ESL administrator at Capital Community College in Hartford. She has been an ESOL teacher for more than thirty years, including eleven years in Spain. She has an M.Ed. in Instructional Technology and Media, and an M.A. in TESOL, both from Columbia University; an M.A. in Spanish, and a B.A. in Spanish, both from Middlebury College. She is the co-author of "Pearls of Wisdom" (2001, ProLingua Associates), a three-volume integrated-skills ESOL textbook.

Nancy Sampogna is a New Jersey State licensed Elementary K-5 teacher and ESL K-12 specialist. She holds a B.A. in History/Latin American Studies and a M.A. in Teaching with a Specialization in ESL. Nancy currently teaches Adult ELs..

Wendy Seger has over 20 years of classroom teaching experience in the primary and intermediate grades. During her years teaching in the public school, she presented at national conferences of the American Educational Research Association and the National Council of Teachers of English. In partnership with other doctoral students and instructors, research from her classroom work has been published in Language Arts and in the TESOL Classroom Practice Series, Authenticity in the Language Classroom and Beyond: Children and Adolescent Learners. She currently designs and facilitates professional learning to support educators in their efforts to implement highly effective instruction that includes intentional reflection upon and adjustments to practice to meet student needs.

Ruth Stewart-Curley has been TESOL, language arts, and English Composition teacher for more than thirty years to students from pre-K to college. She has worked as a refugee resettlement agent and teacher in San Diego, CA, and taught English in Japan as a resident. With degrees in TESOL, English Education and Bilingual/Bicultural Education, she strives to help create a multilingual community. She currently lives and teaches TESOL, Adult Ed and College Composition in Connecticut.

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QUALIFICATIONS FOR ADMISSION

To be considered for admission, applicants must:

- Hold a valid Connecticut teaching certificate
- Be currently employed by a CT school district

CT DISTRICT TESTIMONIAL:

“ARCTELL has had a significant impact for Hartford Public Schools. Teachers taking the ARCTELL program will help fill district vacancies and act as advocates for our ELL students. Although there will always be a need for TESOL and Bilingual educators in HPS, the ARCTELL program is not only about filling vacancies. It is about building capacity with our teachers and instructional leaders. In the 2014-2015 HPS cohort there were 5 candidates who were instructional leaders at either the school or district level. The goal with these leaders was to build a broader capacity that impacts general education teachers. With each cohort, HPS has more educators who understand best practices for ELLs.”

– *Monica Quiñones, Executive Director,
English Language Learner Services, Hartford Public Schools*

For more information,
contact John Gustafson at
jgustafson@aces.org.

WHAT IS ARCTELL?

ARCTELL is an advanced educator preparation program approved by the CT State Board of Education.

It was developed by ACES in response to the severe shortage of qualified, certified P-12 teachers in the areas of Bilingual Education and Teaching English to Speakers of Other Languages.

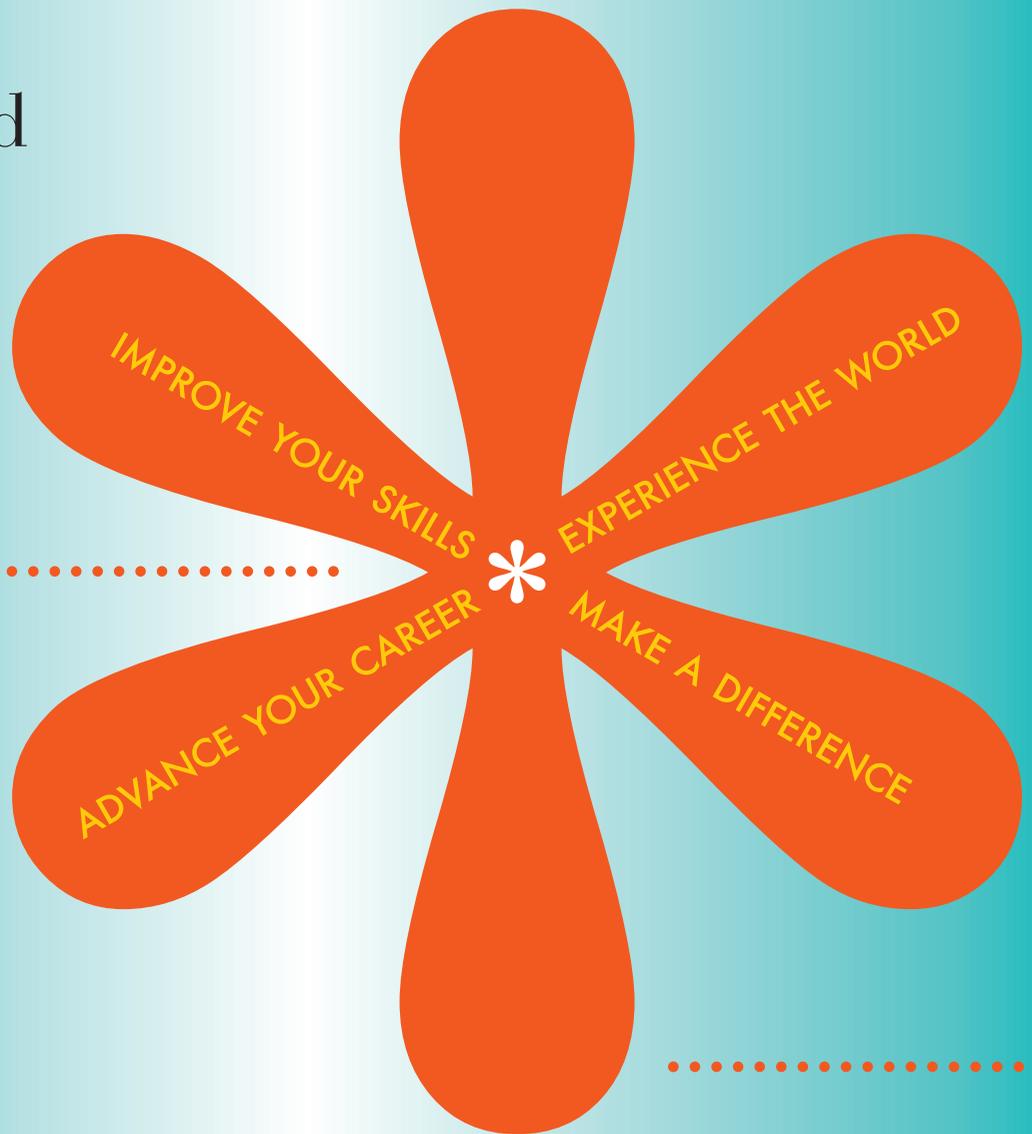
Teachers who can demonstrate proficiency in a world language may be eligible to obtain a bilingual education cross-endorsement in their content area.

Teachers who complete the program of study, as well as CT standardized testing requirements, can also earn cross-endorsement #111, TESOL PK-12.

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